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this review to undervalue these useful little dramas; they are lively and interesting, eminently adapted to the ends for which they were composed.

SYRACUSE UNIVERSITY.

HAROLD L. CLEASBY.

### THE NEW YORK LATIN CLUB

The seventeenth annual (fifty-first regular) meeting of The New York Latin Club was held Saturday, April 21, at Hunter College. Mr. Henry Osborn Taylor spoke on Mediaeval Latin. He pointed out that the Latin Classics in the Middle Ages were employed to yield all kinds of instruction, especially as a source of grammar and grammatical studies. Instruction in the Seven Liberal Arts was given in Latin; therefore it was necessary to study Latin at an early age. Hugo of St. Victor thought it a pity to go beyond the use of Latin in the Artes. Bernard of Chartres and others, however, studied Latin intelligently and broadly and advised generous reading of the Classics. The School of Chartres believed in reading the Classics for themselves and typified the humane use to which the Classics were put—for the enlargement of the student's own nature, for knowledge of life, for development of humanity.

The Latin of the Middle Ages was influenced by the patristic writings, in which the order of the words was more important than case-endings, and by the vernacular tongues.

In Mediaeval Latin poetry, an endeavor was made at first to retain quantity and to preserve the ancient measures; then word-accent and rhyme gradually took the place of meter within the old verse-forms; and, finally, the accentual rhyming hymn sprang from the chanted prose which had superseded the chanting of the final *a* of the Alleluia (see Mr. Taylor's book, *The Mediaeval Mind*, Book II, Chapter XXXIII).

Officers for 1917-1918 were elected as follows: President, Anna P. MacVay, Wadleigh High School; Vice-President, Frank Gardner Moore, Columbia University; Secretary, Ina Genung, Eastern District High School; Treasurer, W. F. Tibbetts, Curtis High School; Censor, Allan P. Ball, College of the City of New York.

A Committee consisting of John Jay Chapman, Nelson G. McCrea, and Josie A. Davis was appointed to cooperate with The Classical Association of New England, in preparing and publishing a rejoinder to Dr. Flexner's attack on the Classics.

Professor Knapp presented resolutions expressing appreciation of the services rendered to the Club by Professor Whicher, as President, 1915-1917. These were enthusiastically adopted.

JANE GRAY CARTER, *Censor*.

### THE NEW YORK LATIN CLUB

In December, 1916, The New York Latin Club voted to appoint a Committee to draft and send out a questionnaire to gather the sentiment of its members concerning a revision of the New York State Syllabus of Secondary School Latin. The purpose was to assist the Committee now at work on such a revision. The questionnaire was mailed to the 350 members of the Club and to about 100 upstate High Schools and Academies. Of the 84 replies some were incomplete and others could not be tabulated on certain questions owing to contradictory statements in the answers. However, the following inferences seem clear.

(1) Required Reading.—Two-thirds of the teachers are dissatisfied with the amount of text read during the

first two years. There seems to be a strong sentiment among those asking for a change both to reduce the amount and to change the text. In general, the vote favors the omission of the longer and more involved passages of indirect discourse in the first book of the *De Bello Gallico* and a substitution of selected passages from Books V-VII, the *De Bello Civili*, or *Nepos*.

In connection with Third Year Latin, although a majority seem satisfied with the amount of text studied at present, there is again a strong vote for reduction of the amount. Thirty-five would either omit or substitute other texts for one of the *Catilinarian Orations*. Selected Letters of Cicero received more votes than all the other substitutes combined.

In regard to Fourth Year Latin the vote is less convincing. While about one-third of the voters would decrease the amount read by the omission of Book V or Book VI, there is a majority vote for the present requirement.

(2) Vocabulary.—There is a decided demand for a word list. Many who vote No state that, while they would not like a prescribed vocabulary, they believe that lists would be very useful, particularly if issued in such a form that they could be placed in pupils' hands for study. Several suggest that the vocabulary of the composition work should be confined to the word lists.

(3) Syntax.—A list of topics of syntax by years is strongly favored not only to show where to put the emphasis in each year of the composition work, but also to show what syntax should be emphasized each year in connection with the reading.

(4) Sight Translation.—There is almost no sentiment for setting only prepared passages for translation on Regents' Examinations. A decided majority vote for both prepared and sight passages. However, about one fourth of the voters would have sight passages only. The argument was frequently made that this plan would effectively abolish the evil of the 'pony'. The present percentage allowance for sight translation on Regents' Examinations is sustained.

(5) Composition.—Not one vote was recorded against the proposition of including composition on the Regents' Examinations in the second and third years. The percentage allowed to composition at present seems to meet with approval, but about one-fourth of the voters would omit composition from Fourth Year work. The proposition that the time spent on composition in the fourth year be used for memorizing selected passages of the *Aeneid* was voted down, but many voting against it endorsed the suggestion of such work, not as a substitute for composition, but as an addition to it.

(6) The Text to be read.—In regard to the text to be read, the vote resulted in favor of partly prescribed and partly selective text, but, for the second year, sentiment is so evenly divided that it offers nothing positive. There is a stronger vote for prescription in the second year than in the third or the fourth year.

(7) Derivation work.—Derivation work throughout the course is strongly favored.

On the whole, the answers disclose no desire for radical changes, but rather show the need of greater definiteness of requirements and of statement concerning what aspects of the study of Latin in Secondary Schools should receive greater emphasis.

MORRIS HIGH SCHOOL,  
New York City.

ELMER E. BOGART.

### THE WASHINGTON CLASSICAL CLUB

The Washington Classical Club held its last meeting for 1916-1917 at Washington College, on Saturday, April 28. The Club enjoyed a rare pleasure in the reading, by Professor Kirby Flower Smith, of an